



Colorado Educator Effectiveness Law and its impact on learning strategies and assessments

SWCOLT-CCFLT Conference

Feb. 28, 2015

Toni Theisen, Presenter



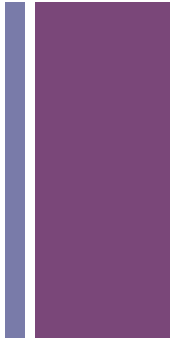
CCFLT-CDE Wikispace

<http://ccflt-cde.wikispaces.com>





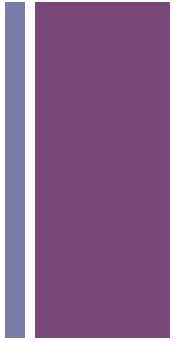
Important questions



- How can we use Educator Effectiveness to help our students grow without it being super stressful to use as teachers?
- How can we use Educator Effectiveness as an advocacy tool for World Languages?
- How do we empower WL educators with this data?
- How Can WL teacher lead the way with assessments, achievement and growth?



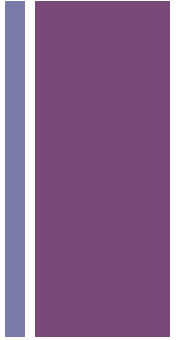
Today's Learner Targets



- I can better understand the Colorado Educator Effectiveness Law and its impact on teaching, designing learning and assessment.
- I can locate and use resources from CDE, ACTFL and TSD in order to help my students grow on the proficiency continuum.
- I can begin to create thematic units and meaning performance assessments.

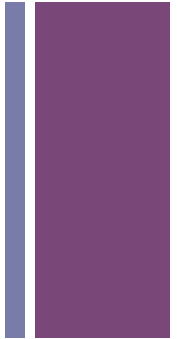


CDE and other updates



- Family and Community Standards Guides
- Curriculum sample Units
- CDE Assessment Resource Bank
- Teacher Rules
- Seal of Biliteracy

+ Family/Community Guide to Standards



- Explain the standards in regular talk.
- One for each proficiency range
- What might you see students doing-integrates the other standards, including literacy and numeracy.
- Great advocacy tool in many ways
- Download all free from the CDE website.

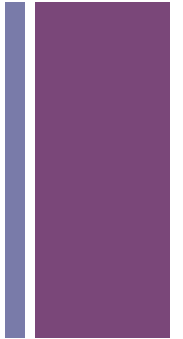
+ Family/Community Guide to Standards

Throughout the Novice-Mid Proficiency Range, you may find students... *(using the target language to...)*

- Write stories about activities or community events and share these stories and events with an audience.
- Learn math skills to convert American dollars to the currencies of other countries in order to understand prices of meals, tickets, clothing, etc.
- Use knowledge from health and science classes to compare healthy eating recommendations in the target cultures.
- Create a shopping list for a traditional meal prepared in the target culture.
- Ask for or give detailed directions to get from one place to another.



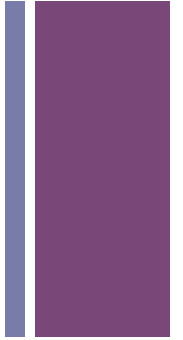
How much do you know about?



- Colorado Educator Effectiveness Law?
- Teacher Quality Rubrics?
- Measures Used to Determine Overall Effectiveness Rating?
- CDE World Language position statement on assessments?
- CDE Assessment Resource Bank?
- CDE Sample Curriculum Units?



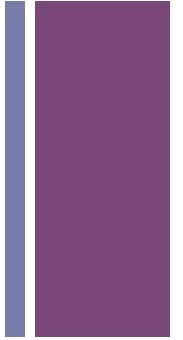
Five Teacher Quality Standards



- QUALITY STANDARD I-**Know content**-6 elements
- QUALITY STANDARD II-**Establish environment**-6 elements
- QUALITY STANDARD III-**Facilitate learning**-8 elements
- QUALITY STANDARD IV-**Reflect on practice**-3 elements
- QUALITY STANDARD V-**Demonstrate leadership**-4 elements



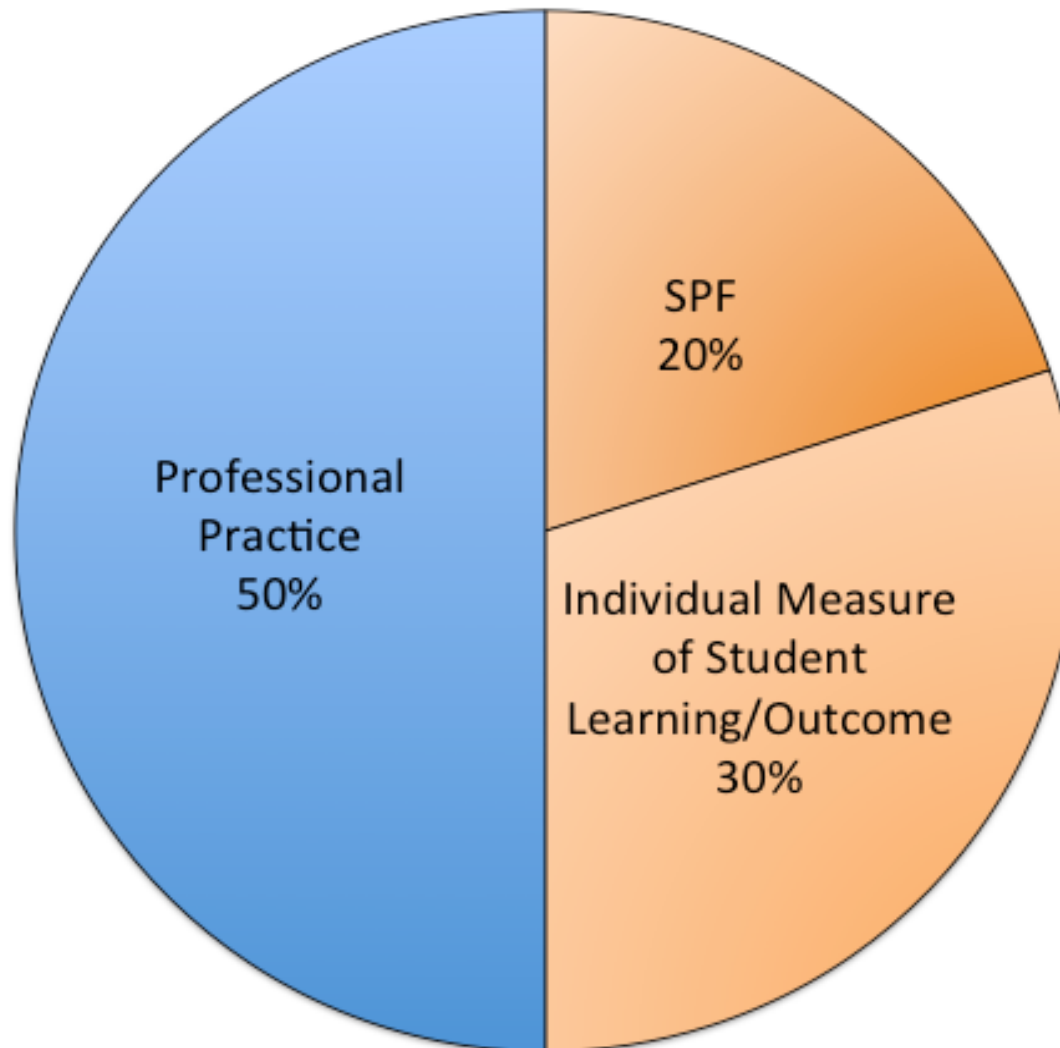
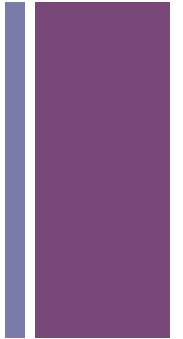
Colorado Educator Effectiveness Bill 191



- What are the elements and the percentages?
- What is collective attribution?
- What is individual attribution?

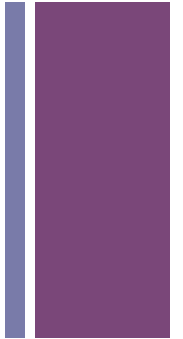


How effectiveness rating is calculated





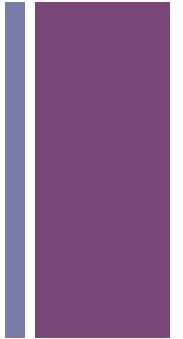
What does that chart mean?



- 50% of your rating comes from the quality standards-your rating and an evaluator rating.
- 20% comes from the SPF (school performance framework). This means the state assessments, ACT scores, etc. of your building.
- 30% comes from individual attribution. CAREFUL- this means common district assessments. This means the scores are average and a mean score is decided. How do you match up with this score?
- No common district assessments means you default to a state test score. DO NOT DO THIS!!!! Your content area needs a voice!



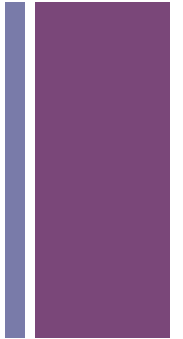
Colorado Academic World Languages Standards



- 1. Communication: Communication in Languages Other Than English
- 2. Cultures: Knowledge and Understanding of Other Cultures
- 3. Connections: Connections with Other Disciplines and Information Acquisition
- 4. Comparisons: Comparisons to Develop Insight into the Nature of Language and Culture



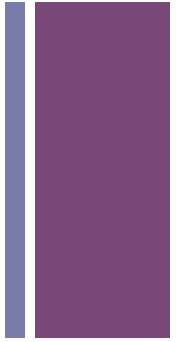
Colorado Academic World Languages Standards-Proficiency Levels



- Novice-low
- Novice-mid
- Novice-high
- Intermediate-low
- Intermediate-mid



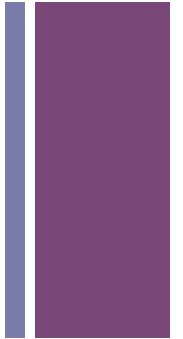
Do you have too much content each year?



- Have a small group discussion:
- When students come to Level 2 what do they know and what can they do?



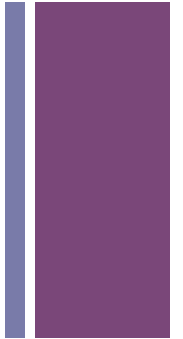
Curriculum and Assessments



- With a partner talk about how your curriculum is divided. units? themes? other?
- How many units/themes/other are there for each year? Why?
- What types of assessments do you have? Why?
- Do you have district common assessments?



CDE Sample Curriculum Units



- Intermediate-Mid
 - What do I want to be when I grow up? ([Word](#) or [PDF](#))
 - Invention and Innovation ([Word](#) or [PDF](#))
- Intermediate-Low
 - A Better Planet ([Word](#) or [PDF](#))
 - Pop Culture and Music ([Word](#) or [PDF](#))
- Novice-High
 - A Reason to Celebrate ([Word](#) or [PDF](#))
 - Stories, Legends and Fables ([Word](#) or [PDF](#))
- Novice-Mid
 - We Are Family ([Word](#) or [PDF](#))
 - Let's Explore the City ([Word](#) or [PDF](#))
 - Mealtimes and Celebrations ([Word](#) or [PDF](#))
 - Off to School ([Word](#) or [PDF](#))
- Novice-Low
 - Let's Hang Out ([Word](#) or [PDF](#))
 - Who am I in a Global World? ([Word](#) or [PDF](#))

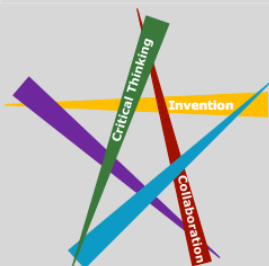


Who am I in a global world?

Curriculum Development Proficiency Range Level at a Glance Planning for Novice Low Proficiency Range Level

Content Area	World Languages	Proficiency Range Level	Novice Low
Course Name/Course Code			
Standard	Grade Level Expectations (GLE)	GLE Code	
1. Communication in Languages Other Than English	1. Communicate about very familiar topics (written or oral) using isolated words and high frequency phrases (interpersonal mode)	WL09-NL-S.1-GLE.1	
	2. Comprehend isolated learned words and high- frequency phrases (written or oral) on very familiar topics (interpretive mode)	WL09-NL-S.1-GLE.2	
	3. Present on very familiar topics (written or oral) using isolated words, and high-frequency phrases (presentational mode)	WL09-NL-S.1-GLE.3	
2. Knowledge and Understanding of Other Cultures	1. Identify common practices within the target cultures studied	WL09-NL-S.2-GLE.1	
	2. Identify common products of the target cultures studied	WL09-NL-S.2-GLE.2	
3. Connections with Other Disciplines and Information Acquisition	1. Identify information that can be gathered from target language resources connected to other content areas	WL09-NL-S.3-GLE.1	
	2. Locate and use basic information from target language resources	WL09-NL-S.3-GLE.2	
4. Comparisons to Develop Insight into the Nature of Language and Culture	1. Identify similarities and differences of the most basic vocabulary through comparisons of the student's own language and the language studied	WL09-NL-S.4-GLE.1	
	2. Identify and recognize the nature of culture through comparisons of the target culture(s) and the student's own culture	WL09-NL-S.4-GLE.2	

Colorado 21st Century Skills



Critical Thinking and Reasoning: *Thinking Deeply, Thinking Differently*

Information Literacy: *Untangling the Web*

Collaboration: *Working Together, Learning Together*

Self-Direction: *Own Your Learning*

Invention: *Creating Solutions*



The Colorado World Languages Standards describe what learners should know and be able to do as they develop proficiency in a foreign language. Communication is at the center using the interpersonal, interpretive and presentational modes. Communication is then supported by understanding cultural perspectives, making connections to other disciplines and comparing one's own language and culture with the new language.

Unit Titles	Length of Unit/Contact Hours	Unit Number/Sequence
Who am I in a Global World?	3 weeks = 15 days = 15 hours	



Who am I in a global world?



Curriculum Development Overview

Unit Planning for Novice Low Proficiency Range Level in World Languages

Unit Title	Who am I in a Global World?		Length of Unit	3 weeks = 15 days = 15 hours
Focusing Lens(es)	Relationships	Standards and Grade Level Expectations Addressed in this Unit	WL09-NL-S.1-GLE.1; WL09-NL-S.1-GLE.2; WL09-NL-S.1-GLE.3; WL09-NL-S.2-GLE.1; WL09-NL-S.2-GLE.2; WL09-NL-S.3-GLE.1; WL09-NL-S.3-GLE.2; WL09-NL-S.4-GLE.1; WL09-NL-S.4-GLE.2	
Inquiry Questions (Engaging- Debatable):	<ul style="list-style-type: none">How does engaging people in conversation make me a better global citizen?			
Unit Strands	1. Communication in Languages Other Than English 3. Connections with Other Disciplines and Information Acquisition		2. Knowledge and Understanding of Other Cultures 4. Comparisons to Develop Insight into the Nature of Language and Culture	
Foundational Concepts in World Languages	Interpersonal Communication, Interpretive Communication, Presentational Communication, Cultures, Connections, Comparisons			
Concepts	Relationships, Identity			

Generalizations My students will Understand that...	Guiding Questions	
	Factual	Conceptual
Communication in other languages, to exchange information about identity, builds relationships between individuals.	What information is exchanged when getting to know someone?	How does communication in other languages build better relationships between individuals?
Knowledge of another person's identity provides an opportunity to explore the target culture.	What are ways to describe self and others?	How can the recognition of diverse cultures cultivate an understanding and appreciation of the multilingual world? (WL09-NL-S4-GLE2-IQ.2)
Culturally appropriate ways of greeting, meeting, and leave taking, promote better communication. (WL09-NL-S2-GLE1-EO.a)	What are culturally appropriate ways of greeting, meeting, and leave taking? What are culturally appropriate gestures of greeting, meeting, and leave taking?	What do people need to know, understand and be able to do to conduct effective communication? (WL09-NL-S1-GLE1-IQ1)



Who am I in a global world?

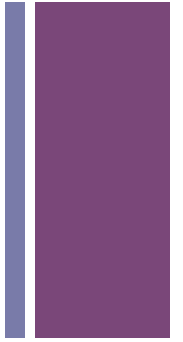
Curriculum Development Overview Unit Planning for Novice Low Proficiency Range Level in World Languages

Critical Content: My students will Know ...		Key Skills: My students will be able to (Do) ...
Culture:	<ul style="list-style-type: none">• Formal vs. informal• Appropriateness of greetings and leave takings in target language• Gestures	<p>Within the context of this unit, students will be able to demonstrate in the target language the three modes of communication – interpersonal, interpretive and presentational. Some examples can include, but may not be limited to:</p> <ul style="list-style-type: none">• Meet and greet others appropriately• Describe self to others• Obtain and provide information about self and others <p>(WL09-NL-S.1-GLE.1) and (WL09-NL-S.1-GLE.2) and (WL09-NL-S.1-GLE.3)</p>
Context:	<ul style="list-style-type: none">• Greetings and leave takings• Personal descriptors• Expressions of well-being• Names of countries• Nationalities• Numbers• Question words	
Structure:	<ul style="list-style-type: none">• Adjectives• Present tense verbs	
Connections to:	<ul style="list-style-type: none">• Geography	

Critical Language: includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline.	
Academic Vocabulary:	compare, contrast, discuss, tell, express, say, answer, ask, share, describe
Technical Vocabulary:	interpersonal, interpretive, presentational, grammatical terms, practices, products, perspectives, connections, performance, proficiency range



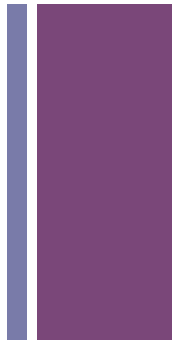
NCSSFL-ACTFL general “Can-do” statements



- Use as Level Goals/Targets
- Modify and personalize for each unit-Student learner targets



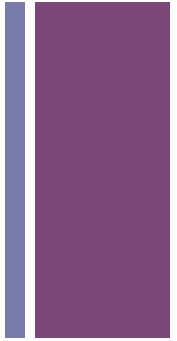
NCSSFL-ACTFL general “Can-do” statements



	Novice Low	Novice Mid	Novice High	Intermediate Low	Intermediate Mid
Interpersonal Communication	I can communicate on some very familiar topics using single words and phrases that I have practiced and memorized.	I can communicate on very familiar topics using a variety of words and phrases that I have practiced and memorized.	I can communicate and exchange information about familiar topics using phrases and simple sentences, sometimes supported by memorized language. I can usually handle short social interactions in everyday situations by asking and answering simple questions.	I can participate in conversations on a number of familiar topics using simple sentences. I can handle short social interactions in everyday situations by asking and answering simple questions.	I can participate in conversations on familiar topics using sentences and series of sentences. I can handle short social interactions in everyday situations by asking and answering a variety of questions. I can usually say what I want to say about myself and my everyday life.
Presentational Speaking	I can present information about myself and some other very familiar topics using single words or memorized phrases.	I can present information about myself and some other very familiar topics using a variety of words, phrases, and memorized expressions.	I can present basic information on familiar topics using language I have practiced using phrases and simple sentences.	I can present information on most familiar topics using a series of simple sentences.	I can make presentations on a wide variety of familiar topics using connected sentences.



NCSSFL-ACTFL general “Can-do” statements



Presentational Writing

I can copy some familiar words, characters, or phrases.

I can write lists and memorized phrases on familiar topics.

I can write short messages and notes on familiar topics related to everyday life.

I can write briefly about most familiar topics and present information using a series of simple sentences.

I can write on a wide variety of familiar topics using connected sentences.

Interpretive Listening

I can recognize a few memorized words and phrases when I hear them spoken.

I can recognize some familiar words and phrases when I hear them spoken.

I can often understand words, phrases, and simple sentences related to everyday life. I can recognize pieces of information and sometimes understand the main topic of what is being said.

I can understand the main idea in short, simple messages and presentations on familiar topics. I can understand the main idea of simple conversations that I overhear.

I can understand the main idea in messages and presentations on a variety of topics related to everyday life and personal interests and studies. I can understand the main idea in conversations that I overhear.



NCSSFL-ACTFL general “Can-do” statements

Interpretive Listening

I can recognize a few memorized words and phrases when I hear them spoken.

I can recognize some familiar words and phrases when I hear them spoken.

I can often understand words, phrases, and simple sentences related to everyday life. I can recognize pieces of information and sometimes understand the main topic of what is being said.

I can understand the main idea in short, simple messages and presentations on familiar topics. I can understand the main idea of simple conversations that I overhear.

I can understand the main idea in messages and presentations on a variety of topics related to everyday life and personal interests and studies. I can understand the main idea in conversations that I overhear.

Interpretive Reading

I can recognize a few letters or characters. I can identify a few memorized words and phrases when I read.

I can recognize some letters or characters. I can understand some learned or memorized words and phrases when I read.

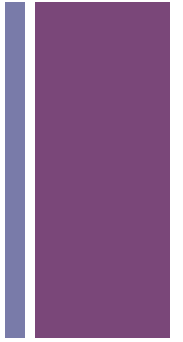
I can understand familiar words, phrases, and sentences within short and simple texts related to everyday life. I can sometimes understand the main idea of what I have read.

I can understand the main idea of short and simple texts when the topic is familiar.

I can understand the main idea of texts related to everyday life and personal interests or studies.



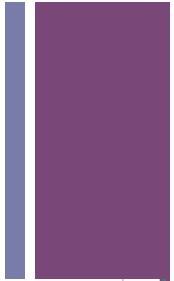
What did we do in Thompson School District?



- 6 thematic units a year
- Essential questions
- Variety of formative assessments
- One common district performance assessment per theme



CDE Assessment Resource Bank



SEARCH TERMS

CONTENT AREA

- ☐ Career & Technical Education
- ☐ Comprehensive Health
- ☐ Dance
- ☐ Drama
- ☐ Math
- ☐ Music
- ☐ Physical Education
- ☐ Reading, Writing, and Communicating
- ☐ Science

CAREER AND TECHNICAL EDUCATION

GRADE LEVEL

- ☐ Pre-K ☐ K ☐ 1
- ☐ 2 ☐ 3 ☐ 4
- ☐ 5 ☐ 6 ☐ 7
- ☐ 8 ☐ 9 ☐ 10
- ☐ 11 ☐ 12
- ☐ World Languages Novice-Low
- ☐ World Languages Novice-Mid
- ☐ World Languages Novice-High

Assessments

To effectively understand why assessments are recommended or partially recommended and the process used to determine this, please review [Determining High-Quality Content Assessment](#) and the [Assessment Review Tool](#). Not all Colorado Academic standards have recommended assessments. To find what assessments were reviewed and where the gaps are in each content area, go to the Documents tab and select the Document Type you want (i.e., Assessment Inventories or Gap Reports).

<u>Title</u>	<u>Grade Level</u>	<u>Content Area</u>	<u>Level of Recommendation</u>	<u>Status</u>
Discovering the World Around Us (Dreams and Smiles) (Spanish)	World Languages Inter-Low	World Languages	Recommended	Published
Getting to Know You (Identity Card) (French)	World Languages Novice-Low, World Languages Novice-Mid	World Languages	Recommended	Published
Living a Healthy Lifestyle (Unit) (Spanish)	World Languages Novice-High	World Languages	Recommended	Published
The Pros and Cons of Home Schooling (Spanish)	World Languages Inter-Mid	World Languages	Recommended	Published



CDE World Language Assessment Position Statement



COLORADO DEPARTMENT of EDUCATION

201 East Colfax Avenue • Denver, Colorado 80203-1799
303-866-6600 • www.cde.state.co.us

Robert K. Hammond
Commissioner of Education

Keith Owen, Ph.D.
Deputy Commissioner

Position Statement on World Languages Standards-Based Teaching, Learning and Assessment

--Colorado Content Collaborative in World Languages

The Colorado Academic Standards in World Languages call for a shift in language learning and assessment. They are benchmarked with proficiency ranges rather than grade levels given the fact that students in our state have different entry points into the learning of another language.

Our world languages standards are communicative and proficiency-based in nature, with culture embedded throughout. In a standards-based World Language classroom:

Teachers

- use the target language at least 90% of the time.
- provide opportunities for learners to acquire language in meaningful, real-world contexts.
- use authentic sources to facilitate the understanding of cultural products, practices and perspectives.

Learners

- use the target language to perform real world tasks.
- demonstrate growth in their communicative proficiency through formative and summative performance assessments.
- acquire higher levels of proficiency for college and career readiness in programs that start in elementary school and allow for uninterrupted study through high school.

Appropriate learner assessments are performance-based and must be aligned with the three modes of communication (interpretive--listening and reading; interpersonal--speaking and writing; and presentational--speaking and writing). They are focused on what learners can actually do with the language. Therefore, discrete measurements of isolated skills, such as grammar points, vocabulary knowledge and cultural facts are **NOT ACCEPTABLE** measures of student proficiency.

World Languages teachers acknowledge the value of the use of student growth measures in assessing educator effectiveness. Effective implementation of a performance-based assessment process will provide meaningful support for Colorado World Languages educators, their students and their schools.

Sources:

Colorado Academic Standards in World Languages:

<http://www.cde.state.co.us/coworldlanguages/statestandards>

ACTFL Position Statement Languages as a Core Component of Education for All Students:

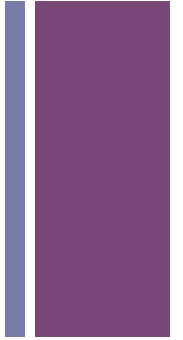
<http://www.actfl.org/news/position-statements/languages-core-component-education-all-students>

Teacher Effectiveness for Language Learning (TELL) Project Feedback tool:

<http://www.tellproject.com/>



CDE World Language Assessment Position Statement

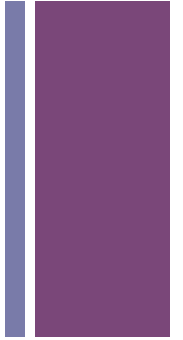


Appropriate learner assessments are performance-based and must be aligned with the three modes of communication (interpretive--listening and reading; interpersonal--speaking and writing; and presentational--speaking and writing). They are focused on what learners can actually do with the language. Therefore, discrete measurements of isolated skills, such as grammar points, vocabulary knowledge and cultural facts are **NOT ACCEPTABLE** measures of student proficiency.

World Languages teachers acknowledge the value of the use of student growth measures in assessing educator effectiveness. Effective implementation of a performance-based assessment process will provide meaningful support for Colorado World Languages educators, their students and their schools.



CDE Assessment Review Tool:
to make assessments official



■ Establish validity
and reliability



TSD example for presentational writing

Prompt 1 – Theme: Visiting France

You are a high school student who has just returned from a two-week vacation in Paris and other parts of France. You saw many sights, did many different activities and tried many new foods. It is now time for you post a journal entry for all your Francophone friends and your host family telling about all that you experienced, your reactions, your observations and your opinions.

You will want to be sure to include:

- Places you have visited
- Things you did
- Food you ate
- What you liked the most about your visit

Be sure to include anything else that you experienced and how France is different from where you live.



TSD example for presentational writing



Prompt 2 – Theme: Family and celebrations

Your French class is sharing information with your e-pals. This month's topic is family and celebrations. You will create a blog entry that describes your family, special family celebrations, and things you like to do together.

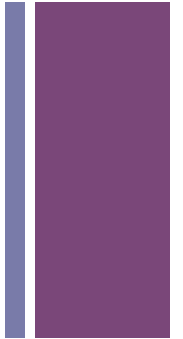
You will want to be sure to include:

- Information about family members (name, age, characteristics...)
- Important family events
- Activities you do together (such as hiking, riding bicycles, going to the movies...)
- Your favorite holiday celebration

Be sure to include anything else that happened throughout the year that would be interesting for someone to read.



CDE Assessment Review Tool: to make assessments official



High Quality Assessment Content Validity Review Tool General Information and Assessment Profile

General Information	
	World Languages ▼
	TSD World Languages French II District Presentational Writing Assessment
Assessment?	TSD French teachers
	<input type="radio"/> Fee based <input checked="" type="radio"/> Open Source
	Toni Theisen and TSD District World Languages Teachers
	<input checked="" type="radio"/> Yes <input type="radio"/> No
Select the most descriptive)	District Team ▼
onal Association that	TSD World Languages teachers
	2/6/2014



CDE Assessment Review Tool: to make assessments official

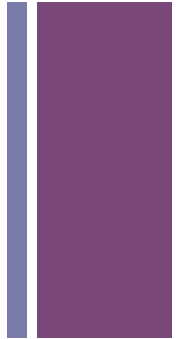
Scoring

A high quality assessment is Scored using Clear Guidelines and Criteria

What elements of a scoring guide are present? Check all that apply.	<input type="checkbox"/> Answer key, scoring template, computerized /machine scored	<input checked="" type="checkbox"/> Generalized Rubric (e.g., for persuasive writing, for all science labs)	<input type="checkbox"/> Task-Specific Rubric (only used for the particular task)
	<input type="checkbox"/> Checklist (e.g., with score points for each part)	<input type="checkbox"/> Teacher Observation Sheet/ Observation Checklist	
2a. Does the rubric/scoring criteria align to Colorado Academic Standards in this assessment. Provide an explanation of your response:	<input checked="" type="radio"/> Yes	<input type="radio"/> Somewhat	<input type="radio"/> No
The scoring guide is a very detailed rubric based on performance writing tasks at the prescribed proficiency range. The rubric is aligned with the Colorado Academic World Language Standards. The rubric provides a sections that lets the student exceed in the task. The rubric aligns with the appropriate performance level.			
2b. Are the score categories clearly defined and coherent across performance levels? Provide an explanation of your response below:	<input checked="" type="radio"/> Yes	<input type="radio"/> Somewhat	<input type="radio"/> No
Excerpt from French prompt: You are taking part in a writing contest and have been asked to contribute to a French blog on school and student life around the world. The task is to describe your typical school day and schedule, supplies needed for different classes, a description of your grades, classes you like and dislike, and which classes are your			
2c. To what degree does the rubric/scoring criteria address all of the demands within the task or item? Provide an explanation of your response below:	<input checked="" type="radio"/> High	<input type="radio"/> Moderate	<input type="radio"/> Low or None
Has six criteria pertinent to a presentational task aligned with the standards. Task			
2d. Based on your review of the rubric/scoring criteria, do you think the scoring rubric would most likely lead different raters to arrive at the same score for a given response? Provide an explanation of your response below:	<input checked="" type="radio"/> Yes	<input type="radio"/> Somewhat	<input type="radio"/> No
Teachers have practiced with this rubric many times to assure validity and reliability. So for the most part this will happen.			
2e. Is there student work (e.g., anchor papers, video, portfolio) which illustrates student mastery? If so, describe. If not, what student work would be needed below:	<input checked="" type="radio"/> Yes	<input type="radio"/> Somewhat	<input type="radio"/> No
Yes, there are student samples. These assessments and the rubrics have been anchored for validity with the TSD World Languages teachers.			
Overall Strengths and Suggestions Regarding Scoring			
Assessment aligned with World Language CAS. Scoring guide aligned with appropriate range level and performamnce criteria. Very strong assessment.This assessment is modeled af			



CDE Assessment Review Tool: to make assessments official



A high quality assessment is FAIR and UNBIASED

FAIR and UNBIASED (the areas below should be discussed relative to the needs of ELLs, gifted and talented students, and students with disabilities)

1a. To what extent are most of the items or the tasks designed and formatted to be visually clear and uncluttered (e.g., use of white space, graphics, and illustrations)? Provide an explanation of your response below:



High



Moderate



Low

Bolded name of prompt and theme; prompt clearly written; bulleted guidance notes; added sentence to encourage going beyond. Writing template provides directions, word limit, word count section, a section to brainstorm as a task organize and planning section and a section to write the draft.

1b. To what extent are most of the items or the task presented in as straightforward a way as possible for a range of learners? Provide an explanation of your response below:



High



Moderate



Low

The prompt is in English, so there can't be problems understanding the directions. The bulleted points clarify the task.

1c. To what degree is the vocabulary and context(s) presented by most of the items or task free from cultural or other unintended bias? Provide an explanation of your response below:



High



Moderate



Low

Does not display any cultural, economic or gender bias.

***Please reference "Defining Features of Academic Language in WIDA's Standards" ***

1d. Does the assessment use appropriate levels of academic language for the grade and content area? Provide an explanation of your response below:



Yes



Somewhat



No

The language in the prompts directly aligns with the DOK in the rubric.

1e. Does the assessment limit the usage of words that can be confused with one another (homonyms)? (Examples: ate/eight; cell/cell; allowed/aloud; beet/beat; by/buy). Provide an explanation of your response below:



Yes



Somewhat



No



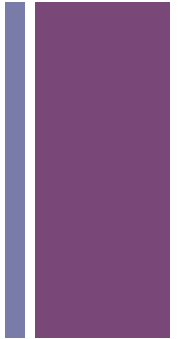
CDE Assessment Review Tool: to make assessments official

Reviewers	Toni Theisen and TSD District World Languages Teachers		
Collaborative Review	Yes: Review process was performed by a group of professional educators working in collaboration.	Review Team Type	District Team
District or Professional association that performed the review	TSD World Languages teachers		

Item Types			Extended Response	Product		
Item Type Comments	The format and the assessment fit the type of performance assessment that aligns with Colorado Academic World Language Standards					
Assessment Includes		Scoring Guide/Rubric	Sample Student Evidence	Materials	Estimated time for administration	Student Directions & Assessment Task/Prompt
Assessment Inclusion Comments	This type of assessment aligns with the performance aspects of the Colorado Acedemic World					
DOK of Grade Level Expectations	1	2	3	4		
DOK of Assessment	1	2				
Content Knowledge / Concepts Assessed	Expressing opinions, evaluating researched information, describing and comparing cultural issues around family and celebrations, traveling to France and art.					
Skills / Performance Assessed	Writing					
		Here are the standards used: 1.3-Presentational writing; 2.- Cultural Practice and Perspectives; 3.1-Connections to Other Disciplines; 4.1- Language Comparisons				



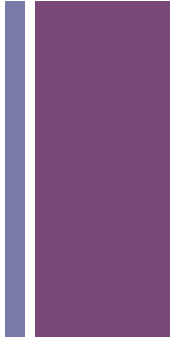
Assessments-What does this mean?



- Look at the assessments in the bank.
- These assessments are all performance assessments. Look for the ones approved. (most are)
- Make assessments that look like those.
- Remember you need to assessment the performance standards-interpersonal speaking, interpersonal writing, interpretive reading, interpretive listening, presentational speaking, presentational writing
- Create the assessment review tool using the ones in the bank
- Six performance assessment "snap shots" per year.



CDE World Language Assessment Position Statement

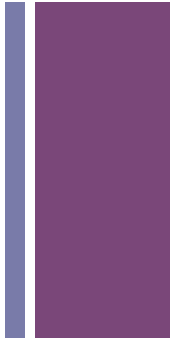


Appropriate learner assessments are performance-based and must be aligned with the three modes of communication (interpretive--listening and reading; interpersonal--speaking and writing; and presentational--speaking and writing). They are focused on what learners can actually do with the language. Therefore, discrete measurements of isolated skills, such as grammar points, vocabulary knowledge and cultural facts are **NOT ACCEPTABLE** measures of student proficiency.

World Languages teachers acknowledge the value of the use of student growth measures in assessing educator effectiveness. Effective implementation of a performance-based assessment process will provide meaningful support for Colorado World Languages educators, their students and their schools.

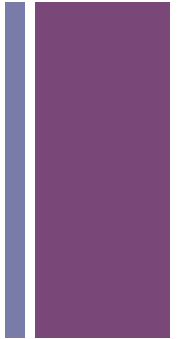
+ TSD WL Solution- 6 common assessments “snap-shots” per level

- Reviewed the fully recommended assessments in the CDE Resource Bank
- Decided to design performance assessments like those
- Interpersonal speaking and interpersonal writing
- Presentational speaking and writing
- Interpretive reading and listening





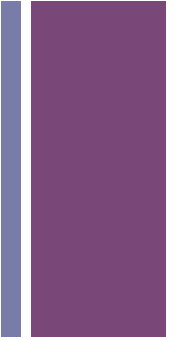
Tiers- bring 6 assessments in over time



- Tier 1 –will count for EE rating next year-
Presentation writing
- Tier 2-piloting this year-Interpersonal speaking,
Interpersonal writing Presentational speaking.
- Tier 3-will pilot next year-Interpretive reading
- Tier 4-Interpetive listening-pilot the following
year.

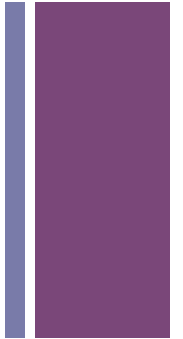


More TSD samples in your packet





Conclusion



- Used CDE resources
- Used ACTFL resources
- Build on what we have
- Cut down on content
- Collaborate to design assessments
- Have a voice in our EE rating, using what we teach



Questions?

